

STRATEGIC SCHOOL PROFILE 2003-04

Enfield School District
JOHN GALLACHER, Superintendent

Telephone: 860-253-6500



This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 14.5%
2000 Population: 45,212	Public School Enrollment as % of Total Student Population: 90.8%
1990-2000 Population Growth: -0.7%	Percent of Adults without a High School Diploma in 2000: 16.6%
2000 Per Capita Income: \$21,967	Adult Education Enrollment in 2002-03 School Year: 172
Number of Public Schools: 13	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 68
Number of Nonpublic Schools: 5	

Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	19.9	20.9	26.6
	2002-03	18.2	19.5	25.4
% of K-12 Students with Non-English Home Language	2003-04	2.4	5.7	12.4
	1998-99	2.7	4.4	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	87.3	89.0	88.9
	1998-99	89.3	88.0	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	71.2	73.4	76.4
	1998-99	57.3	68.4	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	37.4	28.5	23.0
	1998-99	33.1	34.6	31.3

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total January Enrollment	6,753
5-Year Oct. Enrollment Change	-1.9%
Projected Oct. 2008 Enrollment	
Elementary	3,046
Middle School	971
High School	2,077
Prekindergarten, Other	164

Race/Ethnicity (Jan.)	Number	Percent
American Indian	19	0.3
Asian American	161	2.4
Black	401	5.9
Hispanic	243	3.6
White	5,895	87.3
Other	34	0.5
Total Minority 2003-04	858	12.7
Total Minority 1998-99	557	8.1

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

- The minority student enrollment for Enfield Public Schools is showing a persistent gradual increase from 8.1% in 1998-99 to its present level of 12.7% in the 2003-04 school year. Our school system and staff have increased efforts to offer activities and programs that promote the reduction of racial, ethnic and economic isolation.
- In the area of staff recruitment, our Board of Education in 1999 adopted a new policy entitled Minority Staff Recruitment. The new policy reflects the sensitivity of our school system and staff toward minority recruitment and fully commits the Board of Education to continue its practice of advertising and searching for qualified minority candidates. This year we added 3.0 non-certified and 1 certified minority employees to our staff.
- Again this year approximately sixty Enfield High School students participated in the Hartford Public Schools and World Language Pupil partnership and at Enrico Fermi High School the Social Studies Department enjoyed their first year as a sister school with Weaver High School in Hartford. Our entire 8th grade at the middle school took part in an assembly on the Holocaust.
- The elementary school programs consistently focused on the daily celebration and acknowledgement of all students' diversity, character education, and awareness of prejudice. Specific student programs included: the "Don't Laugh at Me" character education program, a physical education "Around the World" multicultural studies unit, "Teaching Children to Get Along," Black History studies, visits to Indian Museums, a Sister School Project, cultural theme days, and a "Children Around the World" evening for parents and students. The H.O.T. (Higher Order Thinking) School unified arts program celebrated diversity through a variety of activities involving ethnic songs, games, study of composers and artists from the U.S. and Europe. In October one of the elementary schools provided students with an "African Safari" simulation and during Black History Month assembly programs recognized African-American achievers and leaders. Monthly assemblies at many of our schools promoted character development by celebrating each child's diversity. Parents and community members were invited to our schools to share their cultural heritage with staff and students.
- Participation in the Capital Region Choice Program increased from 47 students in 2001-2002 to 57 in 2003-2004. Cultural assemblies and music programs at the elementary and secondary levels featured contributions from the Russian, African, Indian, Israeli, Mexican, Italian, Spanish, Jamaican and other World cultures.
- Because of the emphasis on reducing racial, ethnic and economic isolation in the Enfield School District, our staff has become increasingly aware of the need to infuse academic programs with opportunities for students to experience the richness of diversity in order to promote a greater understanding and appreciation for the peoples of our world. Enfield Schools sponsored a town wide Enfield Heritage Celebration in January 2004. We are committed to reaching all members of our community, especially those with diverse cultural backgrounds.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



of Certified Staff

Teachers	487.4
Administrators	34.3
Library/Media Staff	4.0
Other Professionals	44.4
% Minority 2003-04	2.4
% Minority 1998-99	1.1
# Non-Certified Instructional	81.4

Average Class Size		District	ERG	State
Grade K	2003-04	18.7	18.0	18.7
	1998-99	20.0	18.2	18.6
Grade 2	2003-04	19.9	19.0	19.8
	1998-99	22.3	19.9	20.1
Grade 5	2003-04	21.6	20.8	21.4
	1998-99	21.6	21.3	21.5
Grade 7	2003-04	21.1	22.2	21.6
	1998-99	22.0	22.2	21.7
High School	2003-04	20.2	20.6	20.3
	1998-99	23.5	21.1	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	15.5	14.3	13.5
% with Master's Degree or Above	78.6	77.8	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	23.3	27.8	26.6

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	999	993	984
Middle School	1,030	1,038	1,014
High School	1,000	995	1,000

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.2	3.7	3.7
Students Per Teacher	13.8	14.0	13.8
Teachers Per Administrator	14.2	13.8	14.0

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	36.8	32.3	34.6

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	56	49.6	54.1	54.3
Writing	51	61.7	66.3	65.8
Mathematics	55	54.8	57.6	57.6
All Three Tests	33.5	35.1	40.9	42.3
Grade 6 Reading	68	64.3	64.7	61.9
Writing	67	65.5	64.1	62.2
Mathematics	62	63.9	64.2	62.0
All Three Tests	49.1	45.3	47.0	46.4
Grade 8 Reading	71	71.6	67.4	66.7
Writing	65	65.6	61.1	61.8
Mathematics	56	58.0	55.0	56.3
All Three Tests	44.3	46.0	43.8	45.7
Participation Rate	96.8	97.1	98.0	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	36	41.6	45.6	48.0
Writing Across the Disciplines	47	49.2	52.5	53.7
Mathematics	41	43.5	45.0	46.1
Science	48	47.5	46.8	47.4
All Four Tests	19.0	19.0	23.4	27.7
Participation Rate	95.8	99.2	98.0	96.9



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT[®] I: Reasoning Test	Class of 1998	Class of 2003		
	District	District	ERG	State
% of Graduates Tested	63.4	63.5	75.7	76.2
Mathematics: Average Score	523	526	498	508
Mathematics: % Scoring 600 or More	21.3	24.4	18.7	23.8
Verbal: Average Score	513	517	498	504
Verbal: % Scoring 600 or More	19.1	14.7	16.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2003	11.5	8.4	9.5
2002-03 Annual Rate for Grades 9 through 12	2.6	2.0	2.1
1997-98 Annual Rate for Grades 9 through 12	4.5	3.5	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %	
	Pursuing Higher Education	2003	363	73.9	79.7	80.3
		1998	248	68.3	76.3	76.7
	Employed or in Military	2003	105	21.4	16.8	15.7
		1998	106	29.2	19.3	17.8
	Unemployed	2003	8	1.6	1.1	1.1
		1998	7	1.9	1.5	2.0

DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$38,501	\$5,631	\$6,046	\$5,801	\$6,036
Instructional Supplies and Equipment	\$1,961	\$287	\$249	\$243	\$252
Improvement of Instruction and Educational Media Services	\$1,783	\$261	\$386	\$298	\$376
Student Support Services	\$4,327	\$633	\$583	\$552	\$580
Administration and Support Services	\$5,858	\$857	\$1,051	\$998	\$1,061
Plant Operation and Maintenance	\$5,519	\$807	\$998	\$940	\$992
Transportation	\$2,844	\$392	\$468	\$423	\$470
Costs for Students Tuitioned Out	\$2,560	N/A	N/A	N/A	N/A
Other	\$1,194	\$175	\$120	\$124	\$117
Total	\$64,546	\$9,266	\$10,129	\$9,566	\$10,096
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,783	\$1,285	\$1,132	\$626	\$1,177
Adult Education	\$109	\$636	N/A	\$968	\$996

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	52.8	44.0	3.0	0.1
Without School Construction	58.5	38.0	3.5	0.1

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,708	1.1	\$7,812	5.3	\$8,306	3.6
Salaries and Benefits	\$6,559	6.0	\$6,578	6.8	\$6,848	3.9
Supplies	\$523	-3.9	\$418	3.0	\$431	1.4
Equipment	\$90	-48.3	\$101	-21.1	\$125	-3.8
High School						
Total	\$8,635	-1.4	\$8,642	-0.9	\$9,192	3.3
Salaries and Benefits	\$7,065	1.6	\$7,026	-0.1	\$7,406	3.7
Supplies	\$539	3.1	\$507	1.2	\$504	1.8
Equipment	\$128	-29.7	\$145	-24.9	\$153	-11.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

- The Enfield Board of Education equally distributes all available funds so that each school in the district receives its fair share of allocated resources. This includes present and proposed educational programs, staffing, supplies, materials, equipment, textbooks and athletics as per our TITLE IX Board Policy.
- All administrators and department chairpersons are included in the budget preparation process and each has an equal opportunity to present school and program needs to be considered for inclusion in the annual budget request. Supplies and textbooks are allocated on a per-pupil basis and new programs and new textbook adoptions receive separate line item recognition in the budget. New staffing positions are determined by analyzing pupil/teacher ratios, classroom enrollments and school matrix reports. Due to budgetary constraints during 2003-2004, we had to cut back our full-day kindergarten which was implemented four years ago as a result of a study by a system-wide committee that focused on promising practices for kindergarten students.
- School buildings and facilities share budgeted funds for maintenance, repair and renovation. Larger facility projects like new roofs, major renovations, etc. are included in the five year Capital Improvements Budget.
- During 2003-2004, construction continued as a result of a voter passed referendum authorizing the renovation and expansion of school facilities for Enfield schools. Two budget feedback sessions with the community were also held by the Board of Education in order to help ascertain community priorities for budget preparation.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Student Performance: Enfield students' performance on the CAPT and CMT improved overall in 2003, as indicated by the comparison of 2002 and 2003 district assessment data and by the comparison of the 2003 district data with that of the ERG (F) and State.

- At both high schools, the percentage of students Within Goal Range (Levels 4 and 5) increased from 2002 to 2003 on each of the CAPT tests: Math increased from 32.3% to 40.3%; Science from 33.4% to 45.3%; Reading from 37.4% to 42.9%; and Writing from 45.2% to 52.2%. In both Science and Writing, students' performance Within Goal Range exceeded that of students in the ERG. In Science, students' performance Within Goal Range exceeded that of students in the State.
- On the 2003 CMT, the percentage of 8th grade students Within Goal Range (Levels 4 and 5) increased from 2002 to 2003 in Reading (from 69.9% to 72.0%) and in Math (from 55.8% to 59.0%). Writing decreased slightly (from 67.5% to 66.0). Eighth grade students outperformed their peers in the ERG and in the State in all three areas of the CMT (Reading, Writing, and Math).
- The percentage of 6th grade students Within Goal Range on the CMT increased from 2002 to 2003 in Writing (from 62.2% to 65.0%). Reading and Math decreased (from 70.4% to 64% and from 66.0% to 64.0%, respectively). Sixth grade students outperformed their peers in the ERG in Writing and tied with the peers in Math. Sixth grade students outperformed their peers in the State in all three areas of the CMT.
- The percentage of 4th grade students Within Goal Range on the CMT increased from 2002 to 2003 in Writing (from 52.0% to 62.0%). Math decreased insignificantly (from 55.4% to 55.0%). Reading decreased (from 55.5% to 50.0%).
- Participation rates remain high on both the CMT and CAPT.

Plans for Improvement: *CAPT Review Plans* have been designed and implemented in all 10th grade classes of English, math, science, social studies, and reading. *The K-8 District CMT Improvement Plan* (including daily and weekly strategies and CMT-like assessments) has been revised and implemented at all grade levels. A variety of academic interventions, K-12, have been implemented, also. Some of these interventions are TLC (Teaching for Literacy Competence), a reading intervention program for Grade 1 students; a Summer Learning Academy for students in Grades 1-6; a 7th and 8th grade summer program focusing on CMT and CAPT skills and strategies; and high school intervention courses for English and Math. A District Curriculum Council, K-12, has been formed and will recommend a variety of continuous improvement initiatives with professional development support and a systemic cycle for the revision of curriculum to align with CMT content strands.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
For the school district website, see www.enfieldschools.org